

**TOPIC: RECOMMEND APPROVAL TO OFFER READING TEACHER AND READING SPECIALIST ENDORSEMENTS AT COLORADO COLLEGE**

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**I. SUMMARY**

This item recommends approval to offer Reading Teacher (10.03) and Reading Specialist (10.04) endorsements at Colorado College.

**II. BACKGROUND**

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education. The process for initial approval of new educator preparation programs is as follows: Colorado Department of Education (CDE) conducts a review of the endorsement program to ensure that its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5). CDE then makes a recommendation to the State Board of Education, which then makes a recommendation to the department. Upon receiving an affirmative recommendation, the department reviews the proposed program for the following statutory performance criteria: a comprehensive admission system; ongoing advising and screening of candidates; integration of theory and practice in coursework and field-based training; supervised field-based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].

**III. STAFF ANALYSIS**

The Colorado State Board of Education approved the content of Colorado College's Reading Teacher (10.03) and Reading Specialist (10.04) endorsements at its February 12, 2014 meeting. CDE staff transmitted its affirmative recommendation to the department.

This program prepares licensed educators to become literacy intervention specialists and results in Reading Teacher (10.03) and Reading Specialist (10.04) endorsements. To be endorsed as a Reading Teacher (10.03), completers of the program shall be licensed teachers with two or more years of experience. To be endorsed as a Reading Specialist (10.04), completers of the program shall be licensed teachers with three or more years of experience. Additional coursework in

these areas leads to a Masters of Arts in Teaching (M.A.T.) degree, which is aligned with the program of study for Literacy Intervention Specialist for Experienced Teachers. Pursuant to C.R.S. §23-1-121(2), department staff reviewed the proposal and confirmed it meets the statutory performance criteria. The following is summarized from the Colorado College proposal:

1. **Comprehensive admission system:** Students must supply documentation of the following to be considered for application: a bachelor's degree from an accredited institution, evidence of a strong academic record, a statement of interest that exemplifies an understanding of the rigor of the program, previous college/university transcripts and two letters of recommendation. A personal interview with program administration is also conducted with each applicant.
2. **Ongoing screening and advising:** Students are provided resources to ensure their academic success throughout the program. These include: feedback throughout the program (written and verbal), attendance at seminars centered on supervision of their performance and 1400 supervised hours of clinical teaching. Advising and support from staff and faculty is available via e-mail, phone and in-person meetings. Candidates are also encouraged to utilize shared electronic depositories to submit questions and obtain 360-degree feedback.
3. **Course work and field-based training:** Candidates will reach a minimum of 1400 classroom hours to support the fieldwork component of the program. Within these 1400 hours, candidates are required to record their teaching through video technology and reflect on their own teaching performance. Candidates must also demonstrate proficient connections to pedagogical and content knowledge through the utilization of the CDE approved curriculum *Take Flight*. This curriculum links fieldwork and classroom instruction through a specialized approach to individuals with a specific reading profile (i.e. dyslexia).
4. **Candidate skills and content knowledge:** Candidates are required to demonstrate proficiency as a reading specialist and reading teacher as they complete the program. This proficiency is demonstrated through the fieldwork component and is verified by college faculty and mentors at within the educational environment. Special focus centers on the linkage between literacy theory and "real world" experience in the clinical setting.
5. **Continual improvement:** Candidates are required to monitor student achievement throughout the duration of the program and make modifications to instruction as necessary. Technology is leveraged as a avenue toward student achievement with the incorporation of applications such as recorded books, reading programs and speck recognition programs.

#### IV. STAFF RECOMMENDATION

**That the Commission approve the Reading Teacher (10.03) and Reading Specialist (10.04) endorsements at Colorado College.**

**STATUTORY AUTHORITY**

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs – review

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.